

DOCUMENT RESUME

ED 173 765

CS 004 908

AUTHOR Owoc, Paul, Ed.
TITLE Reporting on Reading; Inservice Reading Programs, June 1979.
INSTITUTION Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jun 79
CONTRACT 300-78-0474
NOTE 9p.
JOURNAL CIT Reporting on Reading; v5 n4 Entire Issue Jun 1979

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Inservice Teacher Education; *Reading Programs; *Reading Research; Research Utilization
IDENTIFIERS *Right to Read

ABSTRACT

Research and practical ideas on inservice reading programs are the subject of this report from the National Right to Read Effort. The report deals with the following topics: producing an effective inservice program, constructive changes, planning, "do-it-yourself" teachers' centers, research on effective inservice education, and resources. (DF)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

REPORTING ON

READING

JUNE 1979 VOL. 5, NO. 4

RIGHT TO READ

THIS ISSUE:

INSERVICE READING PROGRAMS

BRIEFLY...

"AN AFTER-SCHOOL AFFAIR" was the phrase Wayne Otto of the University of Wisconsin used to describe the way inservice education used to be.

Changes are taking place: teachers are increasingly involved in the planning and running of inservice education; individually designed programs are replacing mass meetings; and even the word "inservice" is being heard less frequently than the term "staff development."

This issue of *Reporting on Reading* looks at some of the research on effective inservice education and a number of ideas being used to improve inservice programs in reading.

INSERVICE MEANS CHANGE

Inservice programs are meant to upset the status quo. By design, they are supposed to cause teachers to begin to think differently about learning and to change some of what had been happening in their classrooms or schools.

Inservice programs are the means; educational change is the end. Described here are two programs - the Television and Reading Inservice Project of Ohio's Department of Education and the P. K. Yonge Developmental Individualized Reading Program at the University of Florida - that have developed some

See INSERVICE MEANS, Page 6

INSERVICE EDUCATION: DESIGN, NOT CHANCE



Nicholas P. Criscuolo

Nicholas P. Criscuolo, guest contributor to this issue, is supervisor of reading for the New Haven (Connecticut) Public Schools and a member of the Board of Directors of the International Reading Association. Dr. Criscuolo has written extensively on the need to develop comprehensive reading programs in the schools.

"Why should I go? Every time I attend a reading workshop or meeting, all I ever hear is a rehash of something I already know. Frankly, these inservice programs are a waste of time."

Sound familiar? You've heard it and I've heard it. It's a typical comment and one which underscores a real need today: to provide inservice programs for teachers of reading that translate into effective reading instruction.

Banal. Unplanned. Sporadic. Three words which typify, unfortunately, many inservice programs being offered to teachers. Inservice education does not have to be this way.

One of the most exciting aspects of reading instruction is that new issues, concepts, and trends are constantly evolving. Reading instruction is not a static enterprise. "Are there better ways to teach students to decode words and to help them remember what they read?" "What strategies can I use to motivate my apathetic readers?" "What are some meaningful kinds of seatwork?"

See DESIGN, Page 2

DESIGN, [continued from page 1]

These are just a few questions teachers of reading ask. They can read professional articles that contain much of the information they seek, but quality inservice reading programs are needed because they give teachers an opportunity to share ideas. Interaction is the essence of viable inservice reading programs. Inservice education is also the best antidote to stagnation.

Start with the premise that teachers of reading do not want to do the same thing day in and day out. Different teachers of reading have different interests and concerns regarding the teaching of reading. Most, however, want to find solutions for helping all the children in their classes read more proficiently. While students reading substantially below grade level may be the biggest source of concern, able readers need to be challenged and provided with opportunities to refine and enrich their reading skills.

The administrator is a key influence in nurturing the interests of teachers and stimulating their desire to find solutions. The administrator creates a feeling of open-mindedness among the staff. He or she notes the different kinds of concerns and interests the teachers have and, working cooperatively with them, helps plan appropriate inservice programs. In this way, teachers not only will have a positive attitude towards inservice programs, but will participate willingly in them.

Topflight Inservice

Specifically, how does a topflight inservice program evolve? There needs to be a mix of factors or ingredients if such a program is to be successful:

- The goals must be clearly defined.
- The program must be based on the strengths as

Reporting on Reading is a publication of the National Right to Read Effort. It is designed to present information on innovative and developmental reading projects and activities to teachers, administrators, and others who work with preschool, elementary, secondary, and adult populations.

Reporting on Reading is published six times a year by CEMREL, Inc., pursuant to Contract No. 300-78-0474 with the U.S. Office of Education, Department of Health, Education, and Welfare. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred. Mention of products or publications does not necessarily imply approval or endorsement by the U.S. Office of Education.

The contents of this publication may be reproduced. No permission is required. Single copies are available at no charge. Multiple copies may be purchased in units of 50 or 100 copies; \$4.00 for 50 copies or \$7.50 for 100 copies (postpaid).

Inquiries or requests for additional information may be sent to Paul Owoc, editor, *Reporting on Reading*, CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139.

well as the needs of teachers. (The development of a needs assessment regarding inservice is extremely helpful.)

- The staff must be involved in the planning and execution of the program.
- Provision must be made for follow-up activities based on evaluation.
- The program must be "action-oriented" so that maximum interaction among the participants will be achieved.

Two specific situations will reinforce the desirability of including these five factors (or most of them) in designing good inservice programs for teachers of reading.

Situation 1: A professor unfamiliar with the school system is invited to speak to its teachers. He/she is given a topic and allocated one hour to address the group.

Situation 2: Teachers of reading in a school system express an interest in learning some new techniques for developing comprehension skills. They first break up into small groups for brainstorming sessions. Ideas are shared and classroom-tested activities are displayed by resource personnel. Materials are then provided for teachers to make teaching devices and other learning aids for use in their classrooms.

Which situation is more effective? Survey the participants of both and you'll discover that most found the second one more practical and worthwhile. Time is precious, and busy teachers of reading don't like to waste it. They don't mind participating in inservice programs if they are going to get something useful and concrete out of them.

Constructive Changes

Fortunately, constructive changes are being made. There are four major thrusts in inservice education today:

- There has been a movement from a compensatory to a complementary view of inservice education. Advances in teacher preparation have caused inservice education to be seen as an extension of professional growth rather than merely a vehicle for overcoming inadequate preparation.
- There has been a progression from a discrete to a continuous view of inservice. Implicit in this trend is the development of a stronger relationship between preservice and inservice education.
- The scope and topics of inservice education have been broadened sufficiently to accommodate the needs of teachers in reaching children of diverse reading abilities.
- School administrators, university professors, and teachers are working together in planning and conducting inservice programs.



"In no way should an inservice program be a unilateral enterprise dominated by either administrators or teachers. . . . the recipients of inservice-teachers of reading-should make their needs known and work closely with administrators to help design viable programs that address those needs."

Planning An Effective Inservice Program

The factors and trends I have noted provide a sound basis for shaping an effective inservice program in reading. In planning an inservice program, the following specific recommendations will prove helpful:

- Don't institute an inservice program just for the sake of having one. Just as we try to gear educational programs to individual pupil needs, remember that teachers themselves have individual needs. Consequently, inservice programs for teachers of reading should be as personalized as possible.

- Vary the programs so that all sorts of inservice combinations can take place. At times inexperienced teachers can meet separately, experienced and new teachers can meet together, teachers can meet according to grade levels taught, and so forth. Released time should be an integral part of the process.

- Encourage feedback on the effectiveness of inservice education and don't be afraid to make changes when they are warranted.

- Keep parents and members of the community aware, through newsletters or newspaper articles, of what the school system is doing to keep the instructional reading program at its peak by constantly upgrading the competencies of its staff. Community awareness will lead to maximum support for the inservice effort.

These factors, trends, and recommendations are crucial for inservice programs in reading because they embody the key concepts of shared responsibility and individualization and allow for the creation of inservice programs that help teachers capitalize on

their strengths as well as zero in on their needs. Result? Classroom teaching improves and so ultimately does student achievement in reading.

Q

Dr. Criscuolo, in your article you mention that inservice programs should be "as personalized as possible." That raises the question of who ought to be in charge of inservice education - individual teachers themselves or the administrative staff in a school or school district.

Nicholas Criscuolo: It shouldn't be a case of one or the other; both the administrative staff and individual teachers should be involved. In no way should an inservice program be a unilateral enterprise dominated by either administrators or teachers. Inservice education should be a grass-roots effort. By that I mean that the recipients of inservice-teachers of reading-should make their needs known and work closely with administrators to help design viable programs that address those needs. Incidentally, in talking about inservice education for teachers, we sometimes overlook the administrator. A strong reading program has a strong leader behind it, and I believe there should be inservice programs in reading for administrators too. Inservice programs in reading tailored specifically to school administrators is an area being overlooked, yet desperately needed, in the field.

Q

Traditional themes for inservice reading programs have been topics such as diagnosis or comprehension. Such themes are likely to get a so-what-else-is-new reaction when they are announced. So what else is new? How is the scope of what is offered in inservice reading programs being broadened?

Criscuolo: One very important topic today is mainstreaming. Mainstreaming is an area that lends itself to a host of ideas for inservice programs. How do teachers of reading deal with a hearing-impaired child? What strategy works best for an emotionally disturbed child? Inservice programs that deal with mainstreaming permit special education teachers and teachers of reading to share ideas, approaches, and information. Both groups can learn from each other. The scope of what is offered is also being broadened by bringing reading into the home. How nutrition affects reading achievement and how parents can help their children reinforce important reading skills at home are important new topics ripe for inservice attention. Although not related directly to inservice and reading, we're hearing a lot these days about teacher burn-out. I think a good inservice program, especially for teachers of reading, is the biggest antidote to burn-out. After a good program, a teacher leaves refreshed and with renewed vigor, ready to face the factors that originally produced the burn-out. □

PROFESSIONAL DEVELOPMENT: DO IT YOURSELF

A new form of professional development for teachers—teachers' centers—has been evolving in the last 10 years. The form and style of the centers may vary, but, generally speaking, they are a "place," a specific location where teachers may go to share ideas and materials, to think over instructional problems, and to find warmth and support. Funds for the centers come sometimes from independent sources, sometimes from school-districts or universities, and, since 1978, sometimes from federal sources.

Almost every center has workshops and seminars that teach reading skills or language arts, although that work may be integrated with other subject areas. Teachers at the Teacher Shelter in Oakland, California, for example, recently were shown how mathematics and language arts activities might be generated from the study of familiar objects like the pumpkin. With Director Amity Buxton as leader, teachers used the pumpkin shape to develop activities and task cards to stimulate ideas for oral and written work. Such a workshop is not unusual for the center, which operates on the principle that material learned from several subject areas at once tends to be reinforced. Dr. Buxton explained.

At the Waxahachie (Texas) Advisory Center for Teachers, teachers can take workshops on the techniques of teaching reading and on reading materials development. One recent workshop, for example—a variation of the basic make-it-and-take-it workshop—provided teachers with a number of games for teaching basic skills like beginning consonants, digraphs, and sound blends and suggested ways these might be used and/or adapted to teach more sophisticated reading skills. Later, teachers were given the materials to construct new games and the chance to discuss integrating these into the standard curriculum.

Mrs. Frankilou Jett, director of the center, was particularly pleased that this workshop was offered by one of the district teachers. "We have had courses given by out-of-state experts," she explained, "but our teachers feel they get more from a course if it is taught by our own teachers." Mrs. Jett noted also that drawing on a teacher's expertise "reinforces the teacher's self-worth and sense of professionalism."

One of the strengths of the teachers' centers, advocates claim, is their ability to respond swiftly and directly to teachers' needs once these are made known. Teachers of the center run by the University of

Massachusetts' School of Education, for example, planned a series of workshops on new developments in language arts. Publishers were invited to submit materials to teachers; the materials were tried out in classrooms and their workability was evaluated. Dr. Mashe K. Rudman, co-director of the center and a specialist in reading and language arts, organized the program and worked with the teachers.

Teachers from two centers can also exchange help or expertise. For example, master teachers from the center in Brookline, Massachusetts, gave a workshop on making books for classroom use at a teachers' center in Philadelphia, Pennsylvania. The teachers brought children's work, pictures, and writing, a dictionary format useful for primary-level teaching, or ideas for books they wanted to make; the advisors supplied materials, tools, technology, and what they called a "wide variety of examples of design, techniques, and contents to describe possibilities and stimulate experimentation." The workshop was successful enough to have encouraged the Philadelphia teachers to set up bookmaking areas in their center.

"One teacher called [our teacher center] 'the guardians of the creative edge of the district.' I think that's quite a compliment."

"The movement toward teachers' centers began "on a small scale to experiment with a new mode for teachers' learning," Kathleen Devaney, a spokesperson for the Teachers' Centers Exchange, the "network" of teachers' centers, has noted. That mode—cooperative, nonjudgmental staff development—has attracted some strong support. In 1972, the Task Force of the U.S. Office of Education identified the teachers' center concept as one of the five most promising in teacher education. Similar endorsement was offered by the National Education Association, the American Federation of Teachers, and the United Federation of Teachers. For 1980 there will be a slight increase over current available funds of nearly \$13 million. Most of all, teachers themselves seem to appreciate the work the centers are trying to accomplish. "One teacher called us 'the guardians of the creative edge of the district,'" Dr. Buxton noted. "I think that's quite a compliment."

With funding available, more centers are likely to be started in the years ahead. If you or your district is interested in starting a center, get in touch with the Teachers' Centers Exchange, the Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103. (415-565-3097 or 565-3101). □

EFFECTIVE INSERVICE EDUCATION: WHAT THE RESEARCH SAYS

When inservice education really benefits teachers, what are the key ingredients that make the difference? To find out, *Reporting on Reading* staff interviewed Gordon Lawrence of the University of Florida, Gainesville. Professor Lawrence has reviewed and is continuing to examine the research being done on inservice education programs to try to find out whether some kinds of settings, materials, or procedures are more effective than others in changing teacher behavior.

Q One object of an inservice program in reading is to improve the reading ability of students. Are there any clues from the research on how to set up an inservice program so that the students will ultimately benefit from what teachers have learned?

Gordon Lawrence: Unfortunately, most studies on inservice programs provide very sketchy accounts of precisely what kind of instruction was provided. But I can make some general comments about conditions I think would work well for inservice dealing with reading. I think a major feature of an effective inservice program has to do with how clearly a teacher understands what's happening and why it's happening. That kind of clarity comes only when teachers are involved in designing and planning the program. I'm talking about much more than their filling out the usual needs-assessment forms. The complaint I've heard most often from teachers is, "Sure I filled out a needs-assessment thing, and then they gave me some inservice stuff that they said was what I asked for. What I was getting wasn't even close to what I really wanted, so I stuck it out for a couple of sessions, and then I quietly disappeared."

There is the distinct appearance in all this that inservice is something being done to people for their own good, and the people being done unto don't really have much say about it. Teachers feel they are outsiders during the process of planning, and once the program gets rolling, they feel they don't have the option of changing it. So I think the crucial things are that teachers have an active role in the design of inservice; that they operate as planners during the process; and that even after the inservice activities have been put into motion, teachers ought to feel they can suggest changes or even mercifully put an end to something that got off on the wrong track.

Q Your research implies that the college teacher of reading may not be the best person to lead an inservice program in

teaching reading. Assuming that college teachers are in a good position to keep up on effective ways to teach reading, why not bring them in to share what they know?

Lawrence: I'd like to answer that question by talking about a couple of the roles I've seen college teachers take in inservice education. One, and I'm afraid it's the most typical, is the role of coming in with a dog and pony show and then leaving without any real follow-up. Chances are there is not a lot of coordination between whatever needs assessment the school has undertaken and the package the college teacher is delivering. And apart from the issue of whether the package delivers what teachers really want, I think many of the ideas brought in from outside are so general or theoretical that it's difficult for an idea to get translated into classroom practice without a lot of energy on the teacher's part.



Gordon Lawrence is an Associate Professor at the University of Florida, Gainesville.

However, there is another, more effective, role a college teacher can take in inservice. College teachers can act as a team leader or team member for a school district that wants to design and implement an inservice plan. I emphasize *team* to indicate that the participation of all the people in the school with responsibilities for inservice is necessary. To make this kind of role work well, college teachers need to be assigned to a school district for a couple of days a week for a year or more. School people need to know they can count on that person.

Q Is there anything in the research on inservice education that would lead you to conclude that a college instructor or any outsider, for that matter, is less effective as a team leader than someone who comes from within a school or school district?

Lawrence: No. Based on the research we look at, we can't draw that conclusion. The crucial issue is not insider versus outsider. Often outsiders seem less effective because they are not integrated into an overall staff-development plan. Involve them in the design, planning, and follow-up of a program, and differences between insider and outsider disappear.

Reference

Lawrence, Gordon. *Patterns of Effective Inservice Education*. 1975 (Available from Panhandle Area Educational Cooperative, P.O. Drawer 190, Chipley, Florida 32428. \$2.75, postpaid).

INSERVICE MEANS

(continued from page 1)

interesting ways of using inservice education to effect educational change.

Television and Reading Inservice Project

Two months ago, teaching early reading was the subject of a 60-minute television program that was broadcast simultaneously on all eight stations in Ohio's public television network. The telecast, developed by the Ohio Department of Education's Division of Educational Redesign and Renewal in cooperation with the instructional television network, was meant to demonstrate what television could add to an existing statewide inservice program.

"We developed the program because we were convinced that television could do a lot more to encourage professional development besides broadcasting canned tapes showing someone modeling good reading practice," said Nancy Ann Eberhart, director of the division. "Tapes, even the very good ones, put teachers in a passive role. They're supposed to watch and learn, but not question. That means that teachers never get a chance to talk about what may be troubling them as they go about teaching children to read."

To expand the conventional uses of television for inservice instruction, the Television and Reading Inservice Project arranged for a live telecast linking

eight studios across the state to a network center for a program with two-way picture and sound. At each studio, an audience of kindergarten and elementary school teachers was invited to pose questions about teaching early reading and then to watch and listen as a noted reading authority provided on-the-spot answers based on reading research.

Apart from the direct involvement of teachers in the studio audiences, teachers in many public and nonpublic schools throughout the state were given released time to watch the show and were invited to participate in locally organized inservice activities immediately after the show ended.

"We feel the show was an excellent example of how television can be used effectively as part of an inservice program, but I would be cautious about seeing television as the complete answer to staff development," said Ms. Eberhart. According to Ms. Eberhart, television is at its best when it is used to make teachers aware of materials that can be used to help them plan their own professional development. "Awareness is certainly the first step toward change," she said, "and television does an outstanding job of building awareness. But it shouldn't be thought of as a substitute for face-to-face contact between a teacher and a person willing to listen and try to help. Nothing can replace that."

For more information contact Nancy Ann Eberhart, Division of Educational Redesign and Renewal, Ohio Department of Education, 65 South Front Street, Columbus, Ohio 43215.

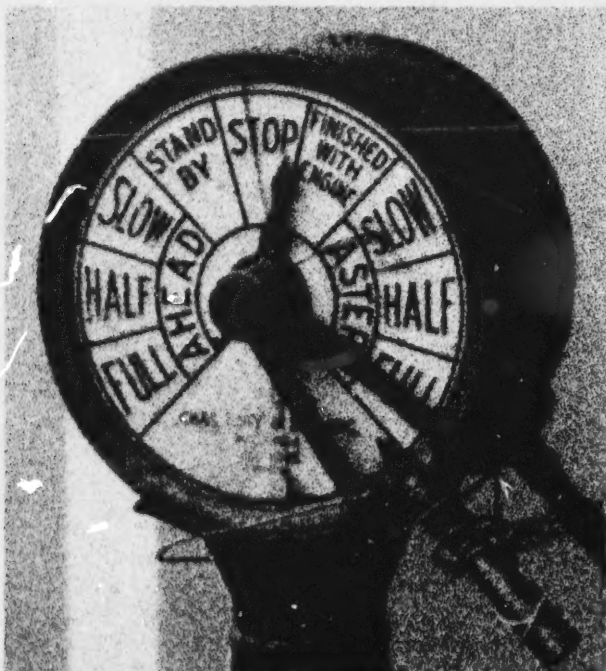
P. K. Yonge Developmental Individualized Reading Program

P.K. Yonge is the name of the laboratory school on the campus of the University of Florida, Gainesville. Nine years ago, teachers at P.K. Yonge developed a nine-week laboratory program to encourage middle and secondary school students to assume greater personal responsibility for improving their own reading skills by providing every student in the school with 15 hours of practice in the school reading laboratory.

The program developed at P. K. Yonge School has been designated as an ESEA Title IV-C dissemination project and has been adopted by over 100 schools throughout the state.

Since the program began, program staff have been particularly interested in one aspect of inservice education: What kind of inservice activities will lead school people to adopt an existing reading program and then use it effectively?

According to Hellen I. Guttinger, coordinator of the program, an inservice program designed to encourage adoption must attract the right participants. "We rarely take individuals," Dr. Guttinger explained. "Teachers and the principal must attend together. We insist on it because we have found that unless the



"Teachers and the principal must attend [inservice workshops] together. We insist on it because we have found that unless the principal is there from the start, the program has a slim chance of getting started. And then, even if it does get started, it probably won't last." —Hellen I. Guttinger

RESOURCES



Pick a Program

While there are places to look if you want to select an inservice program on a topic such as communication skills or classroom management, there was no handy source of information specifically about inservice programs in reading until the NEA-based Project on Utilization of Inservice Education R & D Outcomes completed its work. Recently, that project completed a set of 60 eight-page bulletins describing commercially available and school-based inservice reading programs. Each bulletin lists information on the topics covered in the program, the format of inservice activities, the materials available, and the cost of the program. Included also is a critique of the program by someone who actually tried it.

Set available from Inservice Education Project, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036; \$54.00.

Getting Organized

"We organized because we felt that people in charge of staff development in local school districts wanted to start talking with and learning from one another," said Steve Wlodarczyk, chairperson of the Board of Trustees for the National Staff Development Council. The Council, just now becoming

formally incorporated as a not-for-profit educational organization, seeks to further communication among educators who hold staff development positions in local school systems across the country. Their newsletter, *The Developer*, features information on staff development practices that members have developed and successfully used.

Membership information available from National Staff Development Council, c/o Patricia Zigarmi, 206 Oakhill Drive, Oxford, Ohio 45056.

The Inservice Scene

What do the following have in common: the Teacher Corps, the Bureau of Education for the Handicapped, teacher centers, the National Institute of Education, the American Federation of Teachers, the National Education Association, and the American Association of Colleges for Teacher Education? Each is involved in some way with inservice education. For a closer look at what these and other groups are doing and for frank discussions of some of the philosophical, technical, economic, and political issues developing around inservice education, have a look at the January-February 1979 issue of *Journal of Teacher Education*. The issue's theme is "Inservice Education Options and Opportunities."

Copies available from American Association of Colleges for Teacher Education, Order Department, One Dupont Circle, N.W., Suite 610, Washington, D.C. 20036; \$3.00.

principal is there from the start, the program has a slim chance of getting started. And then, even if it does get started, it probably won't last."

During the four-day workshop, participants experience what it is like to be a student going through the program. Ample time is then provided for participants to think back on what they felt and how they learned. "Our workshops rely less on telling teachers about the program, more on giving teachers a chance to develop a feel for the program, a sense of the program that's based on things they have personally experienced," said Dr. Guttinger.

Just before the workshop ends, participants are asked to consider the factors that might prevent establishing the program in their own schools. Program staff begin the discussion by reviewing the research on how schools can change, and then each team is asked

to develop a written plan that includes the obstacles to change in their school and a scheme of attack for overcoming them.

Finally, if an inservice workshop is to lead to program adoption, it is important to demonstrate that the program is workable not just at one school or is somehow made workable by one group of highly talented people. "At every workshop, we invite people in schools already using the program to come back and take positions of leadership during the inservice workshops," explained Dr. Guttinger. "This alone gives us a great deal of credibility. It shows that the program works not only in our school, but will also work in schools like the ones the participants come from."

For further information, contact Hellen I. Guttinger, 1080 S.W. 11th Street, Gainesville, Florida 32611. □

TALKING IT OVER

Value in Discussing Books

The June 1978 issue of *Reporting on Reading* only recently came to my attention. This issue was of particular interest to me because it dealt with parental involvement in reading programs.

As a parent and an active volunteer, I was disappointed to notice that there was no mention of the Junior Great Books Program, perhaps one of the largest volunteer programs in the country.

The most exciting part of the program is the method used to lead discussion groups—*shared inquiry*, the Great Books method of interpretive reading and discussion. Students are taught to read interpretively and to think reflectively. Solely through questions, the co-leaders encourage participants to explore problems and offer responses that work toward a solution. They are encouraged to discuss what genuinely puzzles them in what they read. Mind and feeling, experience and imagination all play a part in the process. In shared inquiry,

how something is learned is as important as what is learned. —*Joan D. Slocum*, regional coordinator, Great Books Foundation, Minneapolis, Minnesota.

Why Hasn't Grouping Worked?

What is the latest thing being done to help seventh-grade students learn to read better? I have four reading classes per day with no less than 30 students in a class. Is grouping these students the most effective way to get the job done? Many of these students worked in groups all during their elementary years, yet many of them still come to junior high reading at the second-, third-, or fourth-grade level. If grouping is the answer, then why hasn't it worked in the elementary grades where students seem more eager to learn? Is there an answer? —*Jean Wiley*, Memphis, Tennessee.

Your questions, comments, answers, or ideas are welcome. Address letters to Editor, *Reporting on Reading*, CEMREL, Inc., 3120 59th Street, St. Louis, Missouri 63139.